

1991-92 PLAN OF WORK FOR THE CALIFORNIA POSTSECONDARY EDUCATION COMMISSION



CALIFORNIA
POSTSECONDARY
EDUCATION
COMMISSION

Summary

This workplan of the California Postsecondary Education Commission for the 1991-92 fiscal year describes 20 of the Commission's major planned research projects under three main themes (1) Growth and Change, (2) Quality of the Higher Education System, and (3) Coordinating and Clearinghouse Functions. Ten of the 20 projects are most closely related to growth and change in California higher education, six are particularly related to issues of quality, and four primarily involve coordinating and clearinghouse roles.

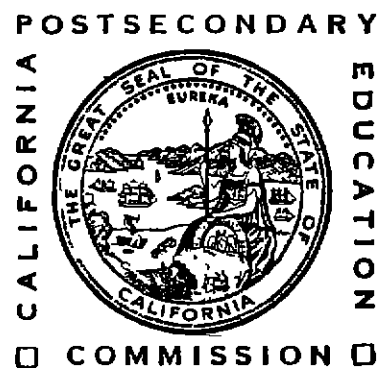
The workplan subsumes several of the Commission's on-going obligatory studies within more comprehensive projects, in order to fulfill the Commission's obligations most effectively and efficiently, and it ends with an explanation of how the Commission intends to respond to requests of the Legislature during 1991-92 for additional studies and items of information beyond those listed here.

The Commission discussed and approved this plan at its September 28, 1991, meeting. Additional copies of the plan may be obtained from the Publications Office of the Commission at (916) 324-4992. Questions about the substance of the document may be directed to Bruce D. Hamlett, the Commission's Director of Legislative Affairs and Budget Analysis, at (916) 322-8010.

1991-92 PLAN OF WORK FOR THE CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

Major Studies and Other Commission Activities

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
1303 J Street . Fifth Floor . Sacramento, California 95814-2938





COMMISSION REPORT 91-18
PUBLISHED SEPTEMBER 1991

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Background on the Plan of Work

Summary of the 1991-92 Plan of Work

The California Postsecondary Education Commission (CPEC) is the State's policy, planning, and coordinating agency for higher education. The Commission's authority is advisory rather than regulatory. It is statutorily charged with responsibilities for policy and program oversight, information, and planning for higher education.

The Commission endeavors to serve the public interest as both an advocate for higher education and an informed critic of it. This balancing of responsibilities in the present environment of fiscal constraints presents the Commission in 1991-92 with both unprecedented challenges and opportunities. The need for focus of work, integration of issues, and clarity of message is more pressing than ever before. In order to meet this challenge, the Commission has set as its priorities for 1991-92 the two themes of (1) *Growth and Change* -- how the State will meet both the operating and capital needs of current and future populations, particularly in a time of fiscal crisis -- and (2) *Quality of the Higher Education System* -- how to ensure not just the protection of existing standards of quality but also search for ways to improve the teaching and learning environment.

Integrated into these two themes will be the continuing issues of financing the system of higher education, educational diversity, and educational equity. The major research topics, described in greater detail later in this document, that will comprise the Commission's specific agenda include:

1. *Growth and Change*

- Planning for enrollment growth and change.
- Meeting the educational needs of new Californians.
- Reviewing long-range financing of higher education, including a comprehensive examination of:
 - State policy on student tuition and fees;
 - State policy on student financial aid;
 - Instructional costs and options for containing costs; and
 - The resources necessary to maintain the State's Master Plan for Higher Education and the quality of California public higher education.
- Analyzing long-range capital planning.
- Reviewing new campus expansion requests.

- Implementing California's new space and utilization standards.
- Examining alternative postsecondary enrollment options for high school students.
- Improving planning for private and vocational education in higher education.
- Reviewing plans for graduate education.
- Examining California's joint doctoral programs.

2. *Quality of the Higher Education System*

- The Student Pipeline: Examining student access to and flow through the higher education system; effectiveness of intersegmental student preparation programs; eligibility of high school graduates for university attendance; college-going rates; transfer effectiveness; retention and graduation.
- Analyzing the effect of reduced State funding on access, diversity, and quality.
- Assessing the quality of the campus climate.
- Reviewing proposals for new academic programs.
- Studying the use of irregular ranks faculty in the teaching classroom.
- Evaluating the quality of undergraduate academic support programs.

In addition, the Commission will continue, through its information clearinghouse functions, to collect integrated information about higher education in California and will publish several comprehensive data indices about key aspects of higher education, including *Student Profiles*, *Fiscal Profiles*, and *Faculty/Staff Profiles*

Development of the Commission's Workplan for 1991-92

The Commission receives a number of requests for research from the Legislature, the Governor, and other agencies on an annual basis. It then develops an annual plan of work reflecting the Commission's highest priorities as limited by available resources and using the following set of seven criteria to make judgments about which particular projects to undertake:

1. Is the issue one that affects each of the segments of postsecondary education in California?
2. Is the issue one on which empirical research will be productive? If not, is there a different kind of policy leadership role that the Commission can play?
3. Will the project result in a product that will influence policy decisions?

4. Are there pressures that will push the problem area to legislative or gubernatorial decision making in the near future?
5. Are staff or other support resources available to the Commission?
6. Does the Commission have a statutory role in this issue area? Is the role policy advisory, coordinative, or decision making?
7. Is the issue one where work is being done elsewhere, or can be done elsewhere, from which the Commission can benefit?

The State's 1991-92 budget crisis, and its effect on the systems of higher education as well as on the Commission presents unparalleled challenges and opportunities for the Commission over the course of the next year. More than ever before, the press of competing priorities requires focus and clarity. This comes in the face of budget cuts to the Commission that has reduced its staff resources by close to 15 percent in real terms.

In order to protect its highest priorities, and to endeavor to improve the quality and timeliness of the public work product, the Commission plans this year to make changes in both its process for doing work and its focus of activities. Procedurally, the Commission plans to reduce overall the number of separate studies; to integrate where possible discrete subjects into larger thematic reports, and to improve the quality and content of its public communication. If the Commission receives requests from the Legislature for work on narrowly focussed topics, such requests will continue to be accommodated, but increasingly through special reports from the staff and not as comprehensive Commission research reports.

Substantively, the focus of work is not fundamentally changed from its past focus on planning, educational equity, and resource use, but the Commission hopes to address the two essential themes mentioned earlier to the fullest extent possible in all of its work: (1) *Growth and Change*, and (2) *Quality of the Higher Education System*.

On pages 7-13 the Commission describes the major research projects that it will conduct under these two themes this year, and on pages 15-17 it lists the clearing-house and coordination functions it will emphasize during 1991-92 and explains how it will respond to specific legislative and executive branch requests for studies.

Basic Facts about the Commission

The Commission is the State's planning and coordinating agency for higher education. It is composed of 17 members and meets seven times each year in public meetings. It has a staff of 51 civil service employees, including 18 members of its research and policy analysis staff. Its offices are located at 1020 Twelfth Street, Sacramento, California 95814 958 telephone (916) 445-7933.

Current members of the Commission, their appointing authorities, and ending year of their terms of appointment are:

Representing the General Public

Appointed by the Governor

Lowell J. Paige, El Macero (term ends 1992), *Chair*

C. Thomas Dean, Long Beach (1995)

Helen Z. Hansen, Long Beach (1993)

Appointed by the Speaker of the Assembly

Henry Der, San Francisco (1993), *Vice Chair*

Mari-Luci Jaramillo, Emeryville (1992)

Mike Roos, Los Angeles (1995)

Appointed by the Senate Rules Committee

Mim Andelson, Los Angeles (1992)

Rosalind K. Goddard, Los Angeles (1995)

Stephen P. Teale, M.D., Modesto (1993)

Representing the Regents of the University of California

William T. Bagley, San Francisco

Representing the Trustees of the California State University

Ted J. Saenger, San Francisco

Representing the Board of Governors of the California Community Colleges

John F. Parkhurst, Folsom

Representing California's Independent Colleges and Universities

Vacant

Representing the Council for Private Postsecondary and Vocational Education

Harry Wugalter, Thousand Oaks

Representing the California State Board of Education

Joseph D. Carrabino, Los Angeles

Two Student Representatives, Appointed by the Governor

Vacant

The Commission is an independent research and advisory commission to the Governor, the Legislature, and institutions of higher education. Constituted by statute in 1974, its duties and responsibilities include:

- Long-range planning and review, including identification of the need for new campuses and facilities;
- Evaluation of policies and programs designed to meet the State's goals of educational equity;

- Research into patterns of student access to and graduation from the educational system, including the rate by which students reach eligibility for university attendance; and
- Analysis of long-term needs for faculty and staff in higher education, including an annual survey of faculty salaries as well as special studies on supply and demand for faculty.

The Commission typically conducts its work in a consultative manner, through the appointment of special advisory committees for most of its research projects. In addition, the Commission has a standing, statutorily created advisory committee of representatives of each of the State's segments of higher education, which reviews and comments on all materials before they are presented to the Commission and to the public.

The Commission serves as the State's clearinghouse for all information about higher education, and it provides a service function in making data about higher education available on request. The Commission maintains a small research library on higher education and is in computer communication with the Teale Data Center of the State and the libraries of the University of California.

1. *The "Funding Gap" Studies*

Each system board, as well as the Student Aid Commission, has been directed by the Legislature to document the extent of the funding gap, if any, between existing State appropriations and funds needed to support the system under the Master Plan. These reviews, which are to be submitted preliminarily by December 15, 1991 and in final form by April 1992, are to include:

- (a) A documentation of the consequences of inadequate funding on program quality and student access;
- (b) The Board's plans for maintaining their mission under the current State funding scenario; and
- (c) Recommendations to the Governor and the Legislature on future State policies for financing the system.

The Commission is to review and comment on the preliminary and final "funding gap" reports of all systems, and is to include in its review some commentary about whether the individual systems adequately address issues of institutional costs, including faculty workload and administrative costs, and the effect of alternatives on program quality and student access. The Commission is also to raise any concerns it may have about the affect of different system postures on the integrity of the Master Plan. This Commission review is to be submitted to the Governor and Legislature by May 1, 1992.

It is important to note that included in the "funding gap" study, through the work of the Student Aid Commission, will be a review of the adequacy of financial aid available to students in both the public and independent sectors of higher education. This latter review will include an estimate of the underfunding of the Cal Grant maximum award for students attending independent institutions, and the consequences of that gap on the financial integrity of the independent sector. With that review, and its analysis of it, the Commission proposes to accommodate its statutory obligation to review and comment on the financial condition of the independent sector, and proposes to subsume that responsibility in that comprehensive effort rather than in a separate report.

2. *The Student Expenses and Resources Survey (SEARS)*

The Legislature directed the California Student Aid Commission to work in coordination with the different systems and with CPEC to conduct a statistically reliable survey of the income profiles of dependent and independent students in California higher education. The results of this review, which are expected to be available sometime in the fall of 1992, will be a central piece of the work by the Commission on long-range fee and financial aid policy. Commission staff are participating in this effort, and will report as appropriate to the Commission on progress.

3. Student Fee, Financial Aid, and Cost of Instruction Study

The Commission, in consultation with a broad-based advisory committee, is to conduct a comprehensive review of student fee and financial aid policies in California. The review is to include at least (1) an analysis of the total costs to the State of the instructional mission of each system, in comparison where possible to comparable public and private institutions in California and nationally; (2) alternative student tuition, fee and financial aid policies, and their consequences on general fund revenues, student access and financial aid requirements; (3) discussion of future state policy on who should pay what share of the costs of higher education; and (4) a review of the relative advantage of disadvantages of raising student tuition as a source of general fund revenue as contrasted with maintaining reduced funding for the current Master Plan mission.

The legislative direction called for the Commission's review of student fee policies to be completed by April 1992; however, there are significant technical and other problems with meeting that deadline. Commission staff, in consultation with the advisory group, are now reviewing what can be accomplished and by when, and will submit a complete prospectus for the study to the Commission at its October meeting. That plan will include a proposal for the work of the advisory committee on student tuition and fee policy, and will also integrate the Commission's activities on the "funding gap" and SEARS studies into a comprehensive plan of work.

Analyzing Long-Range Capital Planning

As part of its work on long-range planning for higher education, Commission staff propose to present a comprehensive analysis of long-range funding requirements for capital facilities in California public higher education: demand for repair and renovation of existing space; remodeling demands; expansion of space on current campuses; and new campus demands. The funding options, and policy recommendations on appropriate sources of funds to meet new demands, will be part of the effort. A preliminary review of total capital requirements is planned for the January 1992 meeting, with policy recommendations on funding options to follow.

Reviewing New Campus Expansion Plans

The Commission anticipates that the Chancellor's Office and Board of Governors of the California Community Colleges may submit several proposals for new community college campuses and off-campus centers in the 1991 and 1992. Specific proposals for new University of California campuses or State University campuses, other than the permanent off-campus center in Ventura, are expected to be delayed during 1991-92 because of the budget crisis. If there is a change in status

regarding university campus expansion, Commission staff will so inform the Commission, and the normal review process will take place.

Implementing California's New Space and Utilization Standards

In January 1990, the Commission adopted *A Capacity for Learning Revising Space and Utilization Standards for California Public Higher Education*. As a result of this report, Commission staff will be engaged in a number of follow-up activities endeavoring to see that the policy recommendations are implemented.

Examining Alternative Postsecondary Enrollment Options

Assembly Bill 3214 (McClintock) directs the Commission to conduct a survey of student enrollment options available in other states to determine if these programs have been successful and if they should be implemented in California. The Commission has been asked in separate legislation to look at career-oriented programs cutting across the high school, community college, and university continuum, in comparison to options in other States. Commission staff propose to blend these two requests into a single report on this aspect of the K-12/postsecondary transition, and propose to bring a draft report to the Commission in March of 1992.

Improving Planning for Private Postsecondary and Vocational Education

Last year, the State created a new agency to license private postsecondary and vocational education institutions operating in California -- the Council for Private Postsecondary and Vocational Education. This year, the Commission will be working closely with the new Council as it develops its information management system -- a system that will collect comprehensive data on California's private institutions, which heretofore didn't exist. In addition, the Commission will periodically be evaluating the operations and effectiveness of the new Council as it administers the State's strengthened laws pertaining to private institutions operating in California.

Reviewing Graduate Education Plans

Part of the Commission's long-range planning includes an analysis of the State's need for graduate education. Of particular interest is the convergence of the State's need to (1) replenish its K-12 and postsecondary education faculties that will be experiencing significant numbers of retirements over the next decade, (2) diversify its faculty labor force, and (3) provide advanced training so that the State

can continue to compete effectively in an increasingly more sophisticated and technological economy. As such, the Commission will conduct a comprehensive exploration of the long-range planning needs of California with respect to graduate education, including a review of the graduate enrollment plans of the University and State University. A prospectus for the study will be presented for review later this year.

Examining California's Joint Doctoral Programs

One of the ways in which the systems are preparing to increase capacity for graduate education is by expanding joint doctoral programs between the California State University and the University of California and selected independent institutions. The Commission has requested that, in addition to filing proposals for new joint doctoral programs, the universities supply information about the experience that students have had in these programs, their subsequent placement, and the costs of such programs. A draft report should be prepared for Commission review in November of 1991.

Quality of the Higher Education System

The Student Pipeline

Commission staff will prepare three studies related to the "Student Pipeline":

- First, Commission staff will prepare a single comprehensive overview of student access to and through the California educational pipeline in response to Senate Concurrent Resolutions 103 (Torres) and 106 (Watson). The study will document and describe the persistence patterns of undergraduate and graduate students at the University and State University, differentiated by gender, ethnicity, discipline, and disability. In addition, the study will identify strategies for diversifying the faculty at the State's public higher education institutions. In doing so, the study will provide a comprehensive overview of the California educational pipeline from undergraduate admissions to faculty tenure-granting.
- Second, as part of the Commission's eligibility study that examines the eligibility rate of 1990 California high school graduates for admission to the University and State University, staff will develop a comprehensive statistical profile of current K-12 and postsecondary education enrollment patterns.
- Third, the Commission's second annual *Student Profiles* report will provide statistics on college-going rates, transfer patterns, and overall enrollment patterns differentiated by gender and ethnicity.

Subsumed in these reports will be information that the Commission previously published in separate documents on the status of educational equity and community college transfer.

Analyzing the Effect of Reduced Funding on Access, Diversity, and Quality

As part of the Supplemental Report Language adopted by the Legislature during this year's budget negotiations, each higher education system has been asked to document the impact that the 1991-92 budget reductions will have on student access to the system, the diversity of the system's student population, and the quality of the programs they offer. The Commission will analyze the systems' responses to this request and will communicate, as appropriate, the impact that these reductions have had on California's institutions of higher education. In addition, staff will use this information in analyzing whether raising student fees would have a better or worse effect on student access, diversity, and program quality.

Assessing Campus Climate

The Legislature has requested that the Commission conduct a feasibility study of developing and implementing an assessment system of the campus environment or "campus climate." The draft report on the assessment instrument will be presented at the October 1991 meeting, with action at the December meeting.

Reviewing Proposals for New Academic Programs

Under its founding legislation, the Commission is required to prepare an annual summary of activities of system and Commission staff in reviewing proposals for new academic programs as well as for existing programs. This regular report will be presented in May of 1992.

Studying the Use of Irregular Ranks Faculty

There are a variety of fiscal, programmatic and qualitative questions about the use of "irregular"-ranks faculty in California higher education that remain unanswered. Commission staff have engaged in an exploratory study using currently available information to determine whether there are any policy issues related to use of irregular-ranks faculty that justify State level attention. Based on information that is found to be available, staff plan to construct a profile that includes such information as the age, gender, and ethnicity of these faculty members and the field and level of instruction in which they teach. The draft information item on this topic is planned to come to the Commission in March of 1992.

Evaluating the Quality of Academic Support Programs

The Commission has been conducting a survey of issues related to undergraduate academic support programs designed to increase student retention of students in need of special support services. The Commission reviewed a prospectus for this item at its April 1990 meeting, and plans to review the draft report on the survey results in the spring of 1992.

Coordinating and Clearinghouse Functions

A number of activities in which Commission staff participate on behalf of the Commission do not result in formal research reports but rather contribute to the Commission's coordinating agency role. Examples of these activities include: (1) participation in the legislative bill and budget process; (2) participating in state-level intersegmental activities; (3) administering the Eisenhower Mathematics-Science teacher education program; and (4) serving as the information clearinghouse for higher education.

Participating in the Legislative Bill and Budget Process

The Commission participates in the legislative bill process in a variety of ways: sponsoring legislation, based on Commission research and recommendations; providing advice and analysis to members and staff in the Legislature on a variety of topics; and participating in the bill hearing process. Commission staff in addition participate in all aspects of the State budget process, advising both the Governor and the Legislature as requested on state spending priorities. Commission staff presents an update on legislation and the status of the State budget at each Commission meeting, and the Commission takes positions on priority matters as needed.

Participating in Intersegmental Activities

The Commission and its staff participate in a variety of State-level intersegmental forums. Key among them are the Educational Roundtable, of which the Commission's Executive Director is a member; the Intersegmental Coordinating Council; the Commission for Teacher Credentialing; the Council for Private Postsecondary and Vocational Education; and the Statewide staff development programs authorized under SB 1882. Commissioners are kept informed of the general activities of these organizations on an ongoing basis.

Implementing the State Grant Program to Strengthen Mathematics and Science Teacher Training

The Commission has been identified by the federal government as the agency responsible for administering the higher education portion of the federal Dwight D. Eisenhower Mathematics and Science Education Act (Public Law 100-297) de-

signed to strengthen the skills of teachers and the quality of instruction and performance of K-12 students in mathematics and science. The Commission is responsible for the orderly implementation of the project, including reviewing the grant proposals, facilitating a peer-review panel, complying with federal and State guidelines, assessing State needs, evaluating projects, facilitating a State-level advisory committee, and maintaining open and ongoing communication with the field.

Serving as California's Information Clearinghouse for Federal and State Surveys

The Commission is the clearinghouse for all information from the State of California to the federal government and to other states on routinely collected statistics about postsecondary education. Examples of surveys that are done on an annual basis which the Commission coordinates are the IPEDS (Integrated Postsecondary Education Data System) survey to provide institutional data to the federal government, the "State Profiles" survey to provide state public higher education financial information to the federal government for use in interstate comparisons and trend analyses, and the GRAPEVINE survey to provide data on state tax funds appropriated for operating expenses in public and private higher education.

In 1991-92, the Commission may be requested by the Legislature through AB 1808 (Hayden) to work in conjunction with the public systems of postsecondary education to prepare an inventory of mandated State reports in order to identify ways to improve upon the quality and content of the information while reducing excessive reporting. If this bill does become law, it will provide the Commission with an opportunity to make some headway into a complex set of issues of institutional accountability and state regulation of higher education.

Responding to Individual Legislative Requests

THE COMMISSION will continue to provide staff analyses of requests from the Legislature and the Executive Branch of specific topics or issue areas. Because of funding reductions and the press of other priority matters, the Commission plans this year to accommodate these requests somewhat differently than in the past. Unless these topics fit into one of the more comprehensive Commission topics, the Commission will respond to individual requests with staff analyses that are communicated through its executive director to the Legislature, rather than through a comprehensive Commission agenda item.

This approach will allow the Commission, through its staff, to continue to respond to requests from the Legislature and Executive Branch, without allowing *ad seriatum* requests to overwhelm the Commission's more comprehensive agenda. The executive director will keep the Commission and others fully informed about such requests, in order to allow the Commission to request a more comprehensive review when it so desires.

At this time, and pending completion of the 1991 legislative session, individual requests that staff propose to accommodate in this fashion in 1991-92 include:

1. A response to the request from the Legislature to review and comment on some of the proposed funding standards in the community colleges' program-based funding system.
2. A report on the status of standardized tests used in higher education.
3. Further work on documentation of needs of students with disabilities.
4. Possibilities for a California-Eastern European exchange program.

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

THE California Postsecondary Education Commission is a citizen board established in 1974 by the Legislature and Governor to coordinate the efforts of California's colleges and universities and to provide independent, non-partisan policy analysis and advice to the Governor and Legislature

Members of the Commission

The Commission consists of 17 members. Nine represent the general public, with three each appointed for six-year terms by the Governor, the Senate Rules Committee, and the Speaker of the Assembly. Six others represent the major segments of postsecondary education in California. Two student members are appointed by the Governor.

As of April 1993, the Commissioners representing the general public are

Henry Der, San Francisco, *Chair*
C. Thomas Dean, Long Beach, *Vice Chair*
Mim Andelson, Los Angeles
Tong Soo Chung, Los Angeles
Helen Z. Hansen, Long Beach
Mari-Luci Jaramillo, Emeryville
Lowell J. Paige, El Macero
Stephen P. Teale, M.D., Modesto

Representatives of the segments are

Alice J. Gozales, Rocklin, appointed by the Regents of the University of California,
Yvonne W. Larsen, San Diego, appointed by the California State Board of Education,
Timothy P. Haidinger, Rancho Santa Fe, appointed by the Board of Governors of the California Community Colleges,
Ted J. Saenger, San Francisco, appointed by the Trustees of the California State University,
Kyhl M. Smeby, Pasadena, appointed by the Governor to represent California's independent colleges and universities, and
Harry Wugalter, Ventura, appointed by the Council for Private Postsecondary and Vocational Education

The student representatives are

Christopher A. Lowe, Placentia
Beverly A. Sandeen, Costa Mesa

Functions of the Commission

The Commission is charged by the Legislature and Governor to "assure the effective utilization of public postsecondary education resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation, and responsiveness to student and societal needs."

To this end, the Commission conducts independent reviews of matters affecting the 2,600 institutions of postsecondary education in California, including community colleges, four-year colleges, universities, and professional and occupational schools.

As an advisory body to the Legislature and Governor, the Commission does not govern or administer any institutions, nor does it approve, authorize, or accredit any of them. Instead, it performs its specific duties of planning, evaluation, and coordination by cooperating with other State agencies and non-governmental groups that perform those other governing, administrative, and assessment functions.

Operation of the Commission

The Commission holds regular meetings throughout the year at which it debates and takes action on staff studies and takes positions on proposed legislation affecting education beyond the high school in California. By law, its meetings are open to the public. Requests to speak at a meeting may be made by writing the Commission in advance or by submitting a request before the start of the meeting.

The Commission's day-to-day work is carried out by its staff in Sacramento, under the guidance of its executive director, Warren H. Fox, Ph.D., who is appointed by the Commission. Further information about the Commission, its work, and its publications may be obtained from the Commission offices at 1303 J Street, Suite 500, Sacramento, California 95814-2938, telephone (916) 445-7933.

1991-92 PLAN OF WORK FOR THE CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

California Postsecondary Education Commission Report 91-18

ONE of a series of reports published by the Commission as part of its planning and coordinating responsibilities. Additional copies may be obtained without charge from the Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, California 95814-3985

Recent reports of the Commission include

- 91-1** Library Space Standards at the California State University. A Report to the Legislature in Response to Supplemental Language to the 1990-91 State Budget (January 1991)
- 91-2** Progress on the Commission's Study of the California State University's Administration. A Report to the Governor and Legislature in Response to Supplemental Report Language of the 1990 Budget Act (January 1991)
- 91-3** Analysis of the 1991-92 Governor's Budget. A Staff Report to the California Postsecondary Education Commission (March 1991)
- 91-4** Composition of the Staff in California's Public Colleges and Universities from 1977 to 1989. The Sixth in the Commission's Series of Biennial Reports on Equal Employment Opportunity in California's Public Colleges and Universities (April 1991)
- 91-5** Status Report on Human Corps Activities, 1991. The Fourth in a Series of Five Annual Reports to the Legislature in Response to Assembly Bill 1829 (Chapter 1245, Statutes of 1987) (April 1991)
- 91-6** The State's Reliance on Non-Governmental Accreditation, Part Two. A Report to the Legislature in Response to Assembly Bill 1993 (Chapter 1324, Statutes of 1989) (April 1991)
- 91-7** State Policy on Technology for Distance Learning. Recommendations to the Legislature and the Governor in Response to Senate Bill 1202 (Chapter 1038, Statutes of 1989) (April 1991)
- 91-8** The Educational Equity Plan of the California Maritime Academy. A Report to the Legislature in Response to Language in the Supplemental Report of the 1990-91 Budget Act (April 1991)
- 91-9** The California Maritime Academy and the California State University. A Report to the Legislature and the Department of Finance in Response to Supplemental Report Language of the 1990 Budget Act (April 1991)
- 91-10** Faculty Salaries in California's Public Universities, 1991-92. A Report to the Legislature and Governor in Response to Senate Concurrent Resolution No 51 (1965) (April 1991)

91-11 Updated Community College Transfer Student Statistics, Fall 1990 and Full-Year 1989-90. A Staff Report to the California Postsecondary Education Commission (April 1991)

91-12 Academic Program Evaluation in California, 1989-90. The Commission's Fifteenth Annual Report on Program Planning, Approval, and Review Activities (September 1991)

91-13 California's Capacity to Prepare Registered Nurses. A Preliminary Inquiry Prepared for the Legislature in Response to Assembly Bill 1055 (Chapter 924, Statutes of 1990) (September 1991)

91-14 Supplemental Report on Academic Salaries, 1990-91. A Report to the Governor and Legislature in Response to Senate Concurrent Resolution No 51 (1965) and Supplemental Language to the 1979, 1981, and 1990 Budget Acts (September 1991)

91-15 Approval of Las Positas College in Livermore. A Report to the Governor and Legislature on the Development of Las Positas College -- Formerly the Livermore Education Center of Chabot College (September 1991)

91-16 Update on Long-Range Planning Activities. Report of the Executive Director, September 16, 1991 (September 1991)

91-17 The Role, Structure, and Operation of the Commission. A Preliminary Response to Senate Bill 2374 (October 1991)

91-18 1991-92 Plan of Work for the California Postsecondary Education Commission. Major Studies and Other Commission Activities (October 1991)

91-19 Reauthorization of the Higher Education Act of 1965 as Amended. A Report to California's Congressional Delegation Summarizing Consensus in California's Higher Education Community Regarding Proposed Revisions of the Act (December 1991)

91-20 Student Fees, Access, and Quality. Prospects and Issues for the 1992-93 Budget Process (December 1991)

91-21 Legislative and State Budget Priorities of the Commission, 1992. A Report of the California Postsecondary Education Commission (December 1991)

91-22 Proposed Construction of the Western Nevada County Center, Sierra Joint Community College District. A Report to the Governor and Legislature in Response to a Request for Capital Funds for a Permanent Off-Campus Center in the Grass Valley/Nevada City Area (December 1991)